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STUDENTS' EXPRESSED OPINIONS RELATIVE TO THE USE AND ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN SELECTED NEGRO HIGH SCHOOLS.

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STUDENTS' EXPRESSED OPINIONS RELATIVE TO THE USE AND ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN SELECTED NEGRO HIGH SCHOOLS

A DISSERTATION

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DOCTOR OF PHILOSOPHY

BY

ERVIN JACKSON, JR.

Norman, Oklahoma

1963

STUDENTS' EXPRESSED OPINIONS RELATIVE TO THE USE AND ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN SELECTED NEGRO HIGH SCHOOLS

APPROVED BY

H. F. Gaither

Q. F. Gilman

P. G. Ramseyer

P. T. Teska

DISSERTATION COMMITTEE

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STUDENTS' EXPRESSED OPINIONS RELATIVE TO THE USE AND ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN SELECTED NEGRO HIGH SCHOOLS

CHAPTER I

INTRODUCTION

The guidance cause was abetted and accelerated with the passage of the National Defense Education Act of 1958. This act provided funds for the training of more guidance personnel in the colleges. The act has also made it possible for individual school systems to initiate, expand, and improve guidance services through the allocation of funds for this purpose.[1] As a result of this, many schools are providing a variety of guidance experiences for their students.

Many practices exist in terms of the organization and extent of guidance programs.[2] The type of program that any given school administers depends, among other things, on

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[1]Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1959), p. 32.

[2]Clifford P. Froelich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), pp. 70-85.

its philosophy, finances, and ability to secure trained personnel. Many schools have full-time counselors while others have none. Some schools employ part-time counselors to meet the needs in their situation. Within each school, many practices exist with respect to the emphasis placed upon certain activities of the guidance program. Some schools may stress the dissemination of occupational and educational information and ignore information about family relations. Other schools may try to include a comprehensive array of guidance experiences for their students. Variation in practices can be found at every turn. Research was needed to point out the guidance practices that exist under different programs.

In the school with no counselor, many practices exist relative to guidance activities.[3] A few schools may have small, organized guidance programs with teachers designated to assume certain guidance functions or responsibilities. However, most schools without counselors probably have no organized programs. Helping students with problems is left up to the discretion of individual teachers. In situations of this nature, much of the counseling is probably carried on by the administrator. The number of students receiving assistance in schools with no counselor or organized

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[3]Percival W. Hutson, The Guidance Function in Education (New York: Appleton-Century-Crofts, Inc., 1958), pp. 637-639.

programs would depend, among other things, on the size of the school. Teachers and principals might have much more opportunity to work with students in small schools. Research was necessary to determine what students' expressed opinions are relative to the use and adequacy of guidance practices in schools with no counselors.

Because of various reasons many schools have part-time counselors employed to work with students.[4] The part-time counselor's time is curtailed somewhat when it comes to rendering individual assistance. However, such a person has more opportunity for personal interaction with students in the classroom. Research was needed to ascertain the expressed opinions of students from schools with part-time counselors with respect to the use and adequacy of certain guidance practices.

In the school with a full-time counselor, students are in a position to get many more worthwhile experiences.[5] The full-time counselor has more time for more students on an individual basis. The effectiveness of a full-time counselor may be minimized if his student load is too great. Students should have some thoughts about the services

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[4]Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1955), pp. 46-48.

[5]J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), pp. 402-403.

rendered by a full-time counselor. Research was needed to find out the opinions of students from schools with full-time counselors relative to the use and adequacy of certain guidance practices.

In some school systems throughout the country, students are categorized scholastically as low-, average-, or high-achieving. Would there be a difference of opinion relative to the adequacy of guidance received between low- and high-achieving students? It is highly possible that the low-achieving students, as compared with the high-achieving, received little assistance with their problems. The low-achieving student, as compared with the high achieving, may not have sought assistance from the counselor, teachers, or principal. It may be that low-achieving students sought and received much help with their problems. These same factors can apply equally to high-achieving students. It was essential to determine the opinions of low- and high-achieving students with respect to the use and adequacy of certain guidance practices.

The Negro high schools of the South have been affected by the guidance movement. There has been an increase in the number of schools initiating, expanding, and improving their guidance programs. As a result of this increased emphasis on guidance in Negro high schools, more students should be receiving assistance with their problems of adjustment. Research was needed in order to see what expressed

opinions Negro students have about the use and adequacy of certain guidance practices in the schools they attend.

Statement of Problem

The problem was to ascertain the expressed opinions of Negro students relative to the use and adequacy of certain guidance practices in school systems offering guidance under different plans of organization. It was the purpose of this study to determine if the expressed opinions of low- and high-achieving students relative to the use and adequacy of certain guidance practices in schools employing full-time counselors, part-time counselors, and no counselors differed with respect to the type and percentages of responses made.

Need for Study

Money, time, and energy have been invested for the initiation, expansion, and improvement of guidance programs. Research was needed to see if Negro boys and girls received adequate guidance in their respective schools. Reactions from these students would reveal valuable data concerning the worthiness of guidance to them. If the expressed opinions of students are known concerning the use and adequacy of certain guidance practices, proponents of guidance would be in a better position to assess their labor.

Teachers, counselors, and administrators need to know whether the school that employs a full-time counselor is helping students more with their problems than one which

employs a part-time counselor. They also need to know how the school with no counselor compares with schools having full- or part-time counselors. If this is known, school systems may have some basis for working toward the best type of program that is feasible for their students.

Teachers, counselors, and administrators need to know the opinions of low- and high-achieving students concerning the assistance received with their problems.[6] If one assumes that guidance is for everybody, then guidance workers and others concerned should want to know if there is a difference of opinion between the two groups. If this information is known, those concerned with helping students with their problems will be in a better position to know which group needs more attention.

It will be seen in Chapter II that none of the studies attempted to determine the effectiveness of guidance practices under different organizational patterns. Much research was needed to see whether the schools with full-time or part-time counselors are doing a better job in helping students make satisfactory adjustment. The studies cited did not attempt to see how effective guidance is with low- and high-achieving students. Only one study was reported about underachieving students. More research was needed in this area in order to know whether guidance is attempting to meet the needs of all

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[6]Frank W. Miller, Guidance Principles and Services (Columbus: Charles E. Morrill Books, Inc., 1961), p. 10.

levels of students. Although many of the studies probably contained various racial groups, none reported distributions in terms of race. It is assumed that the problems of boys and girls are basically the same everywhere. However, this study was needed to determine the extent to which Negro children were being helped with their problems of adjustment.

In discussing how important it is to seek the opinions or feelings of students in evaluating the guidance program, Miller writes:

> Many criticisms can be made of the use of student satisfaction, opinion, or feelings as a criterion for evaluation of a guidance program. But studies suggest that when carefully planned and executed, with full awareness of the limitations of the method, student satisfaction investigations may nevertheless yield worthwhile results on a practical level. Areas of needed emphasis may be stimulated to reconsideration of existing practices. And although students are hardly in position to pass professional judgment on guidance programs and services, still the programs exist for the benefit of students, and surely students on the secondary level can tell us something of importance about their own perceptions of their needs and as to how well the guidance service is meeting their needs.[7]

It can be assumed that if Negro teachers, counselors, and administrators know more about the expressed opinions of their students with respect to the use and adequacy of certain guidance practices, they might be in a better position to:

A. Know more about the overall effectiveness of guidance.

B. Assess their own programs in the light of data

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[7]Carroll H. Miller, Foundations of Guidance (New York: Harper and Brothers, 1961), p. 414.

obtained from the investigation.

C. Determine what the next step should be in their program.

D. Know some of the common problem areas of students needing attention.

E. Utilize data from this study in improving techniques, formulating clearer guiding principles, and bringing about more efficient organization relative to guidance programs.

Limitations of Study

Research in this study was confined to high- and low-achieving seniors from selected Negro public high schools in the state of Louisiana. Only the faculty members of schools where students were involved in the study were administered the questionnaire. Faculty members included teachers, counselors, and principals. Because of the limited number of school systems with full-time or part-time counselors, geographical representation was not sought. This was done because the study was concerned with schools having different types of guidance programs rather than where they were distributed. Also, this study was not concerned with differences among schools or between sex.

Definition of Terms

Expressed opinions--The beliefs, sentiments, impressions, views, or thoughts about a given subject as related by the student.

Adequate--The fulfillment of a need or a feeling of satisfaction as perceived and expressed by the individual student.

Partially adequate--The partial fulfillment of a need or a feeling of satisfaction as perceived and expressed by the individual student.

Inadequate--A feeling of dissatisfaction as perceived and expressed by the individual student.

High-achieving students--Those maintaining a scholastic average of 3.0 ("B") and above for all high school work completed.

Low-achieving students--Those maintaining a scholastic average of 0.0-1.9 ("D" and below) for all high school work completed.

Guidance--Organized services or activities which seek to help each student meet the demands of the situation in which he finds himself and become more self-directing.

Group guidance--Services and activities made available to students in group settings.

Part-time counselor--Individual whose duties are divided equally between teaching and guidance on a daily basis.

Full-time Counselor--Individual with no regular teaching responsibilities.

Counseling Services--That part of the guidance program which furnishes personal assistance and activities for students with adjustment problems.

Individual Inventory Service--That part of the guidance program which keeps accurate, current, and useful personal data about each child.

Information Service--That part of the guidance program which collects and disseminates various types of information which can be used to aid the student in decision making.

Orientation Service--That part of the guidance program which has organized activities and experiences designed to help the student adjust to all new situations at school.

Placement Service--That part of the guidance program which tries to see to it that students are assigned roles,

tasks, or experiences in the light of their background, training, plans, or potentialities.

Follow-up Service--That part of the guidance program which makes periodic checks on present and former students in an effort to see if it is meeting the needs of the students and the school's total program.

General Information--That part of the student questionnaire which seeks information not readily classifiable under one of the guidance services.

Procedures

The following procedures were used in conducting this study:

1. Selecting schools.
2. Preparation and administration of faculty questionnaire.
3. Selecting seniors at each school.
4. Preparation and administration of student questionnaire.
5. Conducting interviews with students.

Sample.--All Negro high schools in Louisiana were divided into three groups in terms of whether they employed a full-time counselor, a part-time counselor, or no counselor. There were 13 schools employing full-time counselors, eight with part-time counselors, and 96 with no counselors.

It was noted that the larger schools employed full-time counselors whereas the smaller schools employed part-time counselors or no counselors at all. This was true only for the schools used in this study. Four schools were randomly selected from each group, making a total of 12 in all.

(See Appendix A, p. 60.) The schools in each group were arranged in alphabetical order. Then, every 3rd school was selected from the full-time counselor group, every 2nd school from the part-time counselor group, and every 24th school from the no counselor group. It was believed that four schools from each group would yield sufficient data for purposes of this study. These four schools with full-time, part-time, and no counselors, respectively, appeared to be representative and a sufficient number of students in each category could be attained from these schools.

In selecting the students to be used in the study, the senior class was divided into low-, average-, and high-achieving groups on the basis of grade point averages. A student's overall average was determined by marks received from the ninth grade through the first semester of the senior year. This period included the school years from 1958-62. Only those students classified as "seniors" by their respective schools were used. Students were randomly selected in proportion to the number in the high and low groups. The sampling method was the same as that used for selecting schools. A total of 143 seniors were used in the study. Of this number, 45 were high-achieving students (scholastic average of 3.0 and above) and 98 came from the low-achieving group (scholastic average of 1.9 and below). From the 12 schools used in the study, a total of 245 faculty members were used. One-hundred and five faculty members were used

from schools with full-time counselors, 72 came from schools with part-time counselors, and 68 from schools with no counselors.

Instruments.--An interview check-list and a questionnaire were the only types of instruments used in this study. The interview check-list was designed for use with students while the questionnaire was used with both students and faculty members.

The questionnaire for the faculty was designed to obtain faculty expressions regarding existing guidance practices in the respective schools. The questionnaire was divided into five sections which comprise the basic guidance services. These sections are Counseling Service, Individual Inventory Service, Information Service, Orientation Service, and Placement and Follow-up Services as stated by Roeber.[8] (See Appendix B, p. 61.) The writer was responsible for constructing the items for each section of the questionnaire. Only the items thought to be representative of the guidance practices under each service were used. This was necessary since in making an analysis of textbooks in the field of guidance, it appeared that no consistent list of guidance practices existed. Therefore, the writer was compelled to construct items representing guidance practices which seemed pertinent for common use in public schools.

A major purpose of this study was to obtain from the

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[8]Roeber, op. cit., pp. 7-23.

faculty the existing guidance practices about which the students expressed their opinions with respect to use and adequacy. In this connection, a student questionnaire containing two-part items was constructed. The first part of the item (a) attempted to ascertain whether students used the existing guidance services as indicated by the faculty. The first part of the item of this questionnaire was the same as found on the faculty questionnaire. (See Appendix C, p. 64.) The second part of the item was concerned with determining how the students perceived the adequacy of these guidance services which they used. When the students responded "yes," which indicated that they used a given service, then they responded further by indicating their degree of satisfaction in terms of whether it was "Adequate," "Partially Adequate," or "Inadequate."

The interview check-list encompassed the same items as found on the student questionnaire. (See Appendix C, p. 64.) This check-list was constructed and the interview used in an effort to determine the consistency of student responses. Also, this instrument would serve as a guide for the investigator during the interview sessions. In this respect, the responses of students could be accurately recorded as the interview progressed.

Collection of Data.--The investigation utilized the interview method and the questionnaire in the collection of data. The faculty questionnaires were administered on the

first day at each school. This was done in order to obtain from the faculty the kind of guidance practices that existed in their respective schools. These questionnaires were administered to the faculty in a group setting by the writer immediately after the school day. On the second day, the writer administered the student questionnaire to the seniors in a group setting.

Interviewing of students began the next day after the questionnaires had been administered. Approximately one-half of the students who had been administered the questionnaire were randomly selected and interviewed. The interview check-list was utilized in this connection by the investigator. This method represented an attempt to determine the reliability of student responses. Efforts were made during the interview to create an atmosphere that was informal and permissive. This was necessary in order to get the best possible responses from the students. The check-list was completed by the writer in terms of the responses made by each student during the interview session.

Treatment of Data

The results of this study are being reported in percentages. Upon analysis of the faculty questionnaire data, if the responses exceeded a simple majority of 51%, the item was considered as representing an existing guidance practice in the school system. The percentage of students responding

positively to an item will show the relative use of guidance services in the respective schools. These students will indicate whether the guidance received was "Adequate," "Partially Adequate," or "Inadequate" as they perceived it.

In order to determine the reliability of student responses on the questionnaire and interview check-list, the Chi-square test for correlated data was applied.[9] The 0.05 level of significance was used as the criterion for determining the acceptance or rejection of the null hypothesis.

In order to aid in the analysis of the results, tables are presented in Chapter III. The tables are arranged in terms of how the various groups responded to the items on the questionnaire and interview check-list. These tables show the degree to which faculty members indicated the existence of certain guidance practices. Also the tables show the extent to which students used the guidance services as well as their degree of satisfaction with these services.

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[9]Allen L. Edwards, Experimental Design in Psychological Research (New York: Holt, Rinehart & Winston, 1960), pp. 51-76.

CHAPTER II

REVIEW OF RELATED LITERATURE

Perusal of the literature revealed a paucity of studies related to the expressed opinions of students concerning certain guidance practices. However, a few studies were uncovered which were designed to determine what students thought about various aspects of guidance programs.

At a private junior college for women, Durnall gave the students an opportunity to express their candid opinions of the guidance program in effect. He found that the students were favorably inclined toward the guidance program but gave no further information to suggest this contention. However, some of the inadequacies were brought to light. Not all teacher-counselors were interpreting test results to counselees. Some teacher-counselors had impressed their counselees as being disinterested, domineering, or nervous. Students favored a counselor from their field of specialization as opposed to a general counselor.[10]

Braden received questionnaires from 158 former

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[10]Edward J. Durnall, Jr., "Students Scrutinize a Guidance Program," Personnel and Guidance Journal, XXXI (December, 1952), 187-88.

students of Colorado A. and M. College who had received counseling during their attendance at the school. He sought to determine the extent to which guidance had been helpful in two aspects of their post-school adjustment: (1) the helpfulness of guidance in developing family relations, co-workers relations, and community relations; and (2) the helpfulness of guidance in developing certain values such as realizing the value of relaxation and recreation in regard to their families, group social functions, group sports, and individual hobbies. The majority of the students felt that the counseling received had not been too helpful in their post-school adjustment with respect to all of the factors mentioned above.[11]

Rothney in the Wisconsin Counseling Study, used control and experimental groups in an attempt to discover the effect of counseling on 683 students throughout high school as it was revealed in their lives during the first five-year period immediately following graduation. It was pointed out that the experimental subjects felt that counseling had helped them in personal development, in vocational choices, educational adjustment, future planning, and providing a chance to talk things over. The controls who had obtained their counsel from other sources arranged their responses in

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[11]Myron Braden, "Former Students Evaluate Guidance," Journal of Educational Research, XLVII (October, 1953), 127-33.

the same order. However, the percentages were higher in all cases for the total group of experimentals.[12]

In an investigation to determine the effectiveness of home-room programs, Genovese studied the opinions of 3,500 students from four high schools. He wanted to ascertain whether the students thought the home-room programs were interesting, dull or indeterminate. Only one school in the study thought that the program was interesting and helpful.[13]

Kefauver and Hand used two experimental and two control junior high schools in a three-year study to determine the impact of guidance on students. They were interested in knowing the information possessed by students relative to educational, health, social-civic, and vocational guidance and student judgment at the end of the study. They also wanted to know the students' plans and reasons for them. On the basis of the evidence yielded by the data secured, it was concluded that on a whole, students from the experimental schools fared better in terms of the aforementioned factors.[14]

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[12]John W. M. Rothney, Guidance Practices and Results (New York: Harper and Brothers, Publishers, 1958), pp. 316-387.

[13]Clarence T. Genovese, "A Consensus of Senior High School Pupils Concerning Group Guidance Programs in the Homeroom" (Unpublished Ph.D. Thesis, University of Pittsburg Press, 1941).

[14]Grayson N. Kefauver and Harold C. Hand, Appraising Guidance in Secondary Schools (New York: The Macmillan Co., 1941), pp. 189-240.

In a study evaluating the effectiveness of a Boys' Club Vocational Guidance program in Worcester, Massachusetts, Cole utilized control and experimental groups. After five years, results of the study revealed that in every item compared, the reliability of difference was sufficiently high to eliminate the possibility of accidental occurrence, and to warrant the conclusion that the boys from the advised group were ahead of the unadvised in length of school attendance, grades, per cent graduating from college, occupational status, job satisfaction, earnings, and extent of employment.[15]

Gibson investigated the opinions of 904 high school seniors concerning various aspects of guidance programs. He was primarily concerned with getting opinions from students about general information, individual analysis, counseling, occupational and educational information, and group activities. The investigator advanced the following conclusions:

1. Some counselors are not communicating well concerning the roles and services of the guidance program.

2. Students indicated a keen interest in all types of information related to self-understanding and their educational-occupational planning.

3. Student concepts of the roles counselors seem to serve in the school environment indicate that they see the counselor variously as one who is an administrator, a disciplinarian, an activity director, a part-time librarian, etc.

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[15]Robert C. Cole, "Evaluating a Boy's Club Guidance Program," Occupations, XVII (May, 1939), 705-708.

4. Many teachers are missing the opportunity to make their classes more meaningful and vital to students by failure to relate their subjects to both educational programming and occupational planning.

5. Perhaps typically, students placed the greatest emphasis on popularity as the key factor in the identification of student leadership.[16]

In a study to assess the effects of a program of individual counseling on the academic accomplishment of underachieving eighth grade pupils, Calhoun used experimental and control groups for a period of a year. Although the mean achievement age for the experimental groups at final testing exceeded by more than three months the corresponding measure for the control group, the t ratio of 1.66 indicated a probability of somewhat more than .01 that this difference could have occurred by chance. In short, the program of counseling did not bring about a statistically significant improvement in achievement as measured by a standardized test battery. In six comparisons of marks earned after counseling began, the experimental group excelled by a significant (.05 probability level) margin in three comparisons and closely approached a significant margin in a fourth. The counseling program appeared to have the effect of improving the level of school marks of members of the experimental group.[17]

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[16]Robert L. Gibson, "Pupil Opinions of High School Guidance Programs," Personnel and Guidance Journal, XL (January, 1962), 453-457.

[17]S. Reed Calhoun, "The Effect of Counseling on a Group of Under-Achievers," Guidance Readings for Counselors

In summary, it was readily seen that the studies cited failed to provide conclusive evidence regarding the use and adequacy of guidance. Of the eight studies presented, the students in approximately half of the studies were favorably impressed with the guidance which they received while the other half were not. Therefore, the results obtained in these studies did not reveal any consistent pattern as pertains to the use and adequacy of guidance.

(eds) Gail F. Farwell and Herman J. Peters (Chicago: Rand McNally and Company, 1960), p. 585-95.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The results of this study are being reported in three parts. The first part is devoted to a discussion of faculty responses as they relate to existing guidance practices in 12 selected Negro high schools in Louisiana. The second part is concerned with responses of students in these schools relative to the use made of guidance services. The last part is centered around the adequacy of guidance services as perceived by the students in their respective schools.

Guidance Practices Found in 12 Selected Negro High Schools in Louisiana

By referring to Appendix B, p. 61, the nature of the items contained in the faculty questionnaire can be readily seen. It is recalled that these items represent certain guidance practices. The results of the faculty responses on the questionnaire are presented in Table 1.

The first section of Table 1, which is devoted to the Counseling Service in the various schools, showed that the faculty responses to all items exceeded 51%. This indicated that all schools, regardless of the plan of organization,

TABLE 1

THE NUMBER AND PERCENTAGE OF RESPONSES OF FACULTY MEMBERS RELATIVE TO THE PREVALENCE OF CERTAIN GUIDANCE PRACTICES IN 12 SCHOOLS EMPLOYING FULL-TIME COUNSELORS, PART-TIME COUNSELORS, AND NO COUNSELORS

Item No.	Full-time Counselor				Part-time Counselor				No Counselor			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%
COUNSELING SERVICE												
1	100	95	5	5	66	92	6	8	47	69	21	31
2	81	77	24	23	42	58	30	42	41	61	27	39
3	91	87	14	13	61	85	11	15	39	58	29	42
4	95	90	10	10	68	94	4	6	41	61	27	39
5	95	90	10	10	45	63	27	37	36	55	32	45
6	95	90	10	10	54	75	18	25	49	73	19	27
7	100	95	5	5	59	82	13	18	61	90	7	10
INDIVIDUAL INVENTORY SERVICE												
1	75	71	30	29	42	58	30	42	34	50	34	50
2	104	99	1	1	70	97	2	3	60	88	8	12
3	94	89	11	11	54	74	18	26	30	44	38	56
4	74	70	31	30	47	64	25	36	48	71	20	29
5	91	87	14	13	44	61	28	39	45	66	23	34
6	69	66	36	34	42	57	30	43	35	51	33	49
INFORMATION SERVICE												
1	84	80	21	20	51	70	21	30	42	62	26	38
2	86	82	19	18	51	70	21	30	32	47	36	53
3	79	75	26	25	56	62	16	38	26	38	42	62
4	100	95	5	5	62	86	10	14	54	79	14	21

TABLE 1--Continued

Item No.	Full-time Counselor				Part-time Counselor				No Counselor			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%
INFORMATION SERVICE--Continued												
5	100	95	5	5	58	80	14	20	40	59	28	41
6	94	89	11	11	66	92	6	8	51	75	17	25
7	88	84	17	16	53	74	19	26	52	76	16	24
8	90	86	15	14	58	81	14	19	53	78	15	22
9	86	82	19	18	41	57	31	43	48	71	20	29
ORIENTATION SERVICE												
1	94	90	11	10	54	75	18	25	53	78	15	22
2	87	82	18	18	59	82	13	18	53	78	15	22
3	90	86	15	14	50	69	22	31	44	65	24	35
4	75	71	30	29	35	48	37	52	32	48	36	52
5	80	76	25	24	33	46	39	54	52	74	16	26
PLACEMENT AND FOLLOW-UP SERVICES												
1	75	71	30	29	48	67	24	33	40	59	28	41
2	91	86	14	14	61	84	11	16	38	56	30	44
3	92	87	13	13	60	83	12	17	55	81	13	19
4	61	58	44	42	33	46	39	54	34	50	34	50
5	91	86	14	14	49	68	23	32	38	56	30	44
6	46	44	59	56	25	35	47	65	25	36	43	64
7	37	35	68	65	18	25	54	75	28	41	40	59

made available guidance services concerned with (Practice #1) providing assistance in selecting courses, (Practice #3) discussing problems with someone at any hour, (Practice #4) providing assistance with educational and/or vocational goals, (Practice #5) providing assistance with personal problems, (Practice #6) finding out problems of students, and (Practice #7) improving study skills. The significant thing to point out is the fact that all schools, regardless of their organization, are providing experiences in the area of counseling for their students. This means that many teachers in schools where no counselors are employed, are working with students, despite this limitation.

The Individual Inventory Service, second section in Table 1, showed that all schools, except in the case of no counselors, provided guidance services dealing with (Practice #1) providing assistance in learning about abilities, (Practice #2) administering intelligence tests, (Practice #3) keeping a record of achievements, (Practice #4) keeping a record of educational and/or vocational goals, (Practice #5) providing assistance in understanding self, and (Practice #6) discussing cumulative records. The faculty from schools where no counselors are employed indicated the existence of the same practices with the exception of those centered around (Practice #1) providing assistance in learning about abilities and (Practice #3) keeping a record of achievements. The teachers from these schools perhaps did not have sufficient

time to do much in these areas. Also the schools involved may not have been organized to provide these practices on a large scale.

When the results of the section on Information Service are studied, the data showed that schools employing full- and part-time counselors provided guidance services relative to (Practice #1) providing information about various jobs, (Practice #2) providing information about specific occupations in demand, (Practice #3) providing information about employment opportunities for Negroes, (Practice #4) stressing the vocational aspects of subjects, (Practice #5) discussing common problems in class, (Practice #6) providing information concerning colleges, (Practice #7) providing information about scholarships, (Practice #8) providing information about problems of marriage, and (Practice #9) discussing social and economic conditions of the community. These same practices are found in schools with no counselors except those which deal with (Practice #2) providing information about specific occupations in demand and (Practice #3) providing information about employment opportunities for Negroes. The two practices mentioned are not too common probably because most teachers have a void in their training with respect to specific vocational information.

The section of Table 1 dealing with the Orientation Service revealed that all schools with full-time counselors provided guidance practices associated with (Practice #1)

providing information concerning school rules, (Practice #2) providing information about student organizations, (Practice #3) providing information about course descriptions and graduation requirements, (Practice #4) making provisions for new students to get acquainted with the student body, and (Practice #5) making provisions for parents to get acquainted with the faculty. Apparently, faculty members of schools with part-time counselors and no employed counselors assumed that students as well as parents would automatically establish the proper relationships at school. On the other hand, there may not be any organized effort on the part of the concerned schools to make these practices a reality.

The last section of Table 1 is devoted to Placement and Follow-up services. This section showed that all schools provided to a limited degree guidance practices concerned with (Practice #6) helping to secure part-time jobs and (Practice #7) job or school placement after graduation. The guidance practice dealing with (Practice #4) providing assistance in selecting extra-curricular activities was provided to a limited degree in schools with part-time or no counselors. All schools provided the remaining practices found under this section. These findings tend to suggest that the schools are not too concerned about students after they leave school. If they are concerned, not much is done in this direction. There may be social conditions prevalent in the various school communities which keep faculty members

from doing much in the way of helping to secure part-time jobs for students. Also, there may not be enough time for the faculty to engage in this endeavor. Evidently, the schools concerned do not deem it necessary to provide assistance for students in selecting extra-curricular activities. They probably take the position that students should be allowed to choose activities on a voluntary basis.

In summary, it may be stated that many guidance practices exist in the different schools involved in this study. The faculty members indicated that students are being exposed to a variety of guidance experiences as evidenced by the results shown in Table 1. There are only a few areas in which certain guidance practices do not exist sufficiently with respect to the criterion used in this study.

The Relative Use Made of Guidance Services in 12 Selected Negro High Schools

Before the data for this section are presented, it seems proper to present the findings with respect to the reliability of student questionnaire--interview responses. The data for this are found in Appendix D, p. 71. When the results are studied carefully, it is seen that very few statistically significant X^2 values are found. Out of 34 items, no group had more than three statistically significant X^2 value at the 0.05 level of confidence. These were considered to be chance occurrences. Consequently, it was assumed that the responses were reliable. As an added note, the data in

the tables found in Appendix D, p. 71 were arranged in this manner for the sake of convenience in reporting the results.

The positive responses of high- and low-achieving students from all schools are presented in Table 2. It is observed that only the "YES" responses of students are used in the table. The "YES" response indicates that a certain guidance practice has been used by the student. The percentages for each item reveal the proportion of students using a guidance service. It can be seen that high-achieving students in all schools made much more use of the guidance services than the low-achieving.

The Adequacy of Guidance in 12 Selected Negro High Schools

This part of the chapter is devoted to a discussion of the responses of students who expressed the opinion that the guidance which they had received was "Adequate," "Partially Adequate," or "Inadequate." Only those practices in which high- or low-achieving students indicated zero responses in the inadequate category are being singled out in the discussion. It seems feasible to limit the discussion in this manner since an expression of complete adequacy or partial adequacy profited the students in the use of the services. Tables 3, 4, and 5 are being presented in this connection.

When Table 3 is studied, it is seen that all students in schools with full-time counselors did not indicate as being inadequate the practices under Counseling Service

TABLE 2

THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN 12 SCHOOLS EMPLOYING FULL-TIME COUNSELORS, PART-TIME COUNSELORS, AND NO COUNSELORS AS EXPRESSED BY "YES" RESPONSES OF HIGH- AND LOW-ACHIEVING STUDENTS

Item No.	Full-time Counselor				Part-time Counselor				No Counselor			
	High (N=20)		Low (N=39)		High (N=13)		Low (N=24)		High (N=12)		Low (N=34)	
	N	%	N	%	N	%	N	%	N	%	N	%
					COUNSELING SERVICE							
1	14	70	26	67	10	77	20	83	9	75	25	74
2	17	85	24	62	11	85	18	75	6	50	12	35
3	14	70	20	51	9	69	17	71	4	33	11	29
4	13	65	19	49	11	85	17	71	9	75	12	35
5	7	35	17	44	7	54	19	79	3	25	7	21
6	10	50	20	51	7	54	15	63	2	17	14	41
7	14	70	30	77	8	62	21	88	8	67	27	79
					INDIVIDUAL INVENTORY SERVICE							
1	12	60	18	46	12	92	16	67	7	58	14	41
2	18	90	25	64	13	100	18	75	12	100	20	59
3	16	80	31	79	8	62	17	71	8	67	21	62
4	10	50	27	69	7	54	21	81	4	33	16	47
5	7	35	22	56	8	62	9	38	2	17	14	41
6	14	70	17	44	8	62	19	79	6	50	8	23
					INFORMATION SERVICE							
1	12	60	20	51	9	70	17	71	10	83	14	41
2	14	70	19	49	10	77	15	62	11	92	16	47
3	12	60	28	72	9	70	19	79	9	75	20	59
4	16	80	23	59	12	92	13	54	9	75	15	44
5	16	80	25	64	12	92	15	62	8	67	15	44

TABLE 2--Continued

Item No.	Full-time Counselor				Part-time Counselor				No Counselor			
	High (N=20)		Low (N=39)		High (N=13)		Low (N=24)		High (N=12)		Low (N=34)	
	N	%	N	%	N	%	N	%	N	%	N	%
INFORMATION SERVICE--Continued												
6	17	85	33	85	12	92	20	83	10	83	26	76
7	17	85	19	49	11	84	11	46	10	83	19	56
8	11	55	33	85	11	84	19	79	9	75	19	56
9	9	45	13	33	5	62	19	79	6	50	14	41
ORIENTATION SERVICE												
1	18	90	27	69	11	85	22	92	11	92	30	88
2	17	85	27	69	12	92	20	83	6	50	24	71
3	14	70	28	72	8	62	18	79	9	75	30	88
4	14	70	26	67	8	62	14	58	10	83	21	62
5	16	80	24	62	11	85	15	63	9	75	23	68
PLACEMENT AND FOLLOW-UP SERVICES												
1	14	70	28	72	11	85	16	67	7	58	19	55
2	11	55	24	62	9	70	16	67	11	92	14	41
3	13	65	23	59	11	84	20	83	7	58	15	44
4	4	20	9	23	5	62	11	46	6	50	15	44
5	14	70	22	56	7	54	11	46	5	42	13	28
6	2	10	10	26	1	8	5	21	0	0	3	8
7	7	35	17	43	6	46	11	46	6	50	7	20
GENERAL INFORMATION												
1	17	85	24	62	12	92	19	79	5	42	14	41
2	8	40	18	46	6	46	12	50	2	17	10	29
3	12	60	15	38	9	69	10	42	8	67	16	47
4	12	60	18	46	8	62	12	50	11	92	20	59

TABLE 3

RESPONSES OF HIGH- AND LOW-ACHIEVING STUDENTS RELATIVE TO THE ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS EMPLOYING ONE FULL-TIME COUNSELOR IN EACH

Item No.	High-Achieving						Low-Achieving					
	Adequate		Partially Adequate		Inadequate		Adequate		Partially Adequate		Inadequate	
	N	%	N	%	N	%	N	%	N	%	N	%
					COUNSELING SERVICE							
1	11	79	3	21	0	0	16	62	9	35	1	3
2	9	53	7	41	1	6	12	50	11	46	1	4
3	10	71	4	29	0	0	12	60	8	40	0	0
4	8	62	5	38	0	0	11	57	7	37	1	6
5	4	57	3	43	0	0	10	59	7	41	0	0
6	3	30	5	50	2	20	8	40	10	50	2	10
7	3	21	8	58	3	21	13	43	11	77	6	20
					INDIVIDUAL INVENTORY SERVICE							
1	9	75	3	25	0	0	8	44	10	56	0	0
2	3	17	11	63	4	20	7	28	11	44	7	28
3	10	63	6	37	0	0	17	55	14	45	0	0
4	3	30	7	70	0	0	8	30	17	63	2	7
5	6	86	1	14	0	0	11	50	11	50	0	0
6	4	28	10	72	0	0	9	53	8	47	0	0
					INFORMATION SERVICE							
1	3	25	8	66	1	9	12	60	8	40	0	0
2	8	57	6	43	0	0	8	42	10	53	1	5
3	8	67	4	33	0	0	12	43	16	57	0	0
4	9	56	6	37	1	7	11	48	11	48	1	4
5	7	44	7	44	2	12	10	40	12	48	3	12

TABLE 3--Continued

Item No.	High-Achieving						Low-Achieving					
	Adequate		Partially Adequate		Inadequate		Adequate		Partially Adequate		Inadequate	
	N	%	N	%	N	%	N	%	N	%	N	%
						INFORMATION SERVICE--Continued						
6	10	59	7	41	0	0	19	58	14	42	0	0
7	6	35	11	65	0	0	8	42	10	53	1	5
8	6	55	5	45	0	0	21	64	12	36	0	0
9	8	89	1	11	0	0	7	54	6	46	0	0
						ORIENTATION SERVICE						
1	16	89	2	11	0	0	12	44	15	56	0	0
2	10	59	7	41	0	0	11	41	16	59	0	0
3	12	86	0	0	2	14	18	64	10	36	0	0
4	8	57	6	43	0	0	16	62	10	38	0	0
5	10	63	5	31	1	6	16	67	6	25	2	8
						PLACEMENT AND FOLLOW-UP SERVICES						
1	8	57	5	36	1	7	9	32	19	68	0	0
2	3	27	7	64	1	9	7	29	16	61	1	10
3	8	62	5	38	0	0	14	56	8	35	1	9
4	4	100	0	0	0	0	4	44	5	56	0	0
5	12	86	2	14	0	0	11	55	11	45	0	0
6	1	50	1	50	0	0	2	20	7	70	1	10
7	5	71	2	29	0	0	9	53	8	47	0	0
						GENERAL INFORMATION						
5	10	50	10	50	0	0	18	46	13	34	8	20

involved with (Practice #3) discussing progress at least once per year and (Practice #5) providing assistance with personal problems. High-achieving students also expressed the same opinion for the practices associated with (Practice #1) providing assistance in selecting courses and providing assistance with educational and/or vocational goals.

The data from the Individual Inventory Service section of Table 3 showed that all students expressed the opinion that no practice was considered inadequate except for the ones on (Practice #4) keeping a record of educational and/or vocational goals by the high-achieving and (Practice #2) discussing test results by both groups.

The practices under the Information Service not thought to be inadequate are (Practice #3) providing information about employment opportunities for Negroes, (Practice #6) providing information about colleges, (Practice #8) providing information about marriage, and (Practice #9) discussing social and economic conditions. Other practices in this category according to high-achieving students are (Practice #2) providing information about specific occupations in demand and (Practice #7) providing information about scholarships. The low-achieving group also had the same opinion about the practice of (Practice #1) providing information about various jobs.

All students expressed the opinion that guidance practices associated with the Orientation Service were not

considered as inadequate for the areas dealing with (Practice #1) providing information concerning school rules, (Practice #2) providing information about student organizations, and (Practice #4) making provisions for students to get acquainted with the student body. The same was true for the practice of (Practice #3) providing information about course descriptions in the low-achieving group.

When the data for Placement and Follow-up Services are examined, it is found that all students did not rate as being inadequate practices involved with (Practice #4) providing assistance in selecting extra-curricular activities, (Practice #5) providing a wide range of extra-curricular activities, and (Practice #7) job or school placement after graduation. In addition to those presented, high-achieving students singled out the practice concerned with (Practice #3) making progress reports while the low-achieving did likewise for the practice (Practice #1) providing for interests and abilities. Under the section on General Information, high-achieving students indicated the school's program as not being inadequate.

The data has just been presented about the adequacy of guidance in schools with full-time counselors. The results seem to suggest that the majority of all students rated the guidance which they received as being either adequate or partially adequate. This may be attributed to the fact that faculty members worked very closely with many students in the

areas as covered in this study. It is quite possible to conclude that many students have achieved some degree of satisfaction from the guidance received. It was also noted that the low-achieving students indicated fewer practices as being inadequate. This tends to suggest that low-achieving students might be a little less satisfied with the guidance services than the high-achieving. Perhaps, guidance workers will have to do a better job in working with low-achieving students.

The responses of students with respect to the Counseling Service in schools employing part-time counselors are presented in the first section of Table 4. No student indicated that guidance practices were inadequate relative to (Practice #1) providing assistance in selecting courses, (Practice #3) providing someone to discuss problems, (Practice #4) providing assistance with educational and/or vocational goals, and (Practice #6) providing assistance in finding out problems. The high-achieving group placed the practice of (Practice #2) providing someone to discuss problems at any hour, in the same category.

The second section of Table 4, which is concerned with the Individual Inventory Service, showed that no high-or low-achieving student rated practices as being inadequate which pertained to (Practice #1) providing help in learning about abilities, (Practice #3) keeping a record of achievements, and (Practice #6) discussing the cumulative records. Other practices found in this category for high-achieving

TABLE 4

RESPONSES OF HIGH- AND LOW-ACHIEVING STUDENTS RELATIVE TO THE ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS EMPLOYING ONE PART-TIME COUNSELOR IN EACH

Item No.	High-Achieving						Low-Achieving					
	Adequate		Partially Adequate		Inadequate		Adequate		Partially Adequate		Inadequate	
	N	%	N	%	N	%	N	%	N	%	N	%
					COUNSELING SERVICE							
1	5	50	5	50	0	0	13	65	7	35	0	0
2	5	46	6	54	0	0	13	74	3	17	0	0
3	5	56	4	44	0	0	10	59	7	41	0	0
4	10	91	1	9	0	0	10	59	7	41	0	0
5	5	71	2	29	0	0	11	58	8	42	0	0
6	3	43	4	57	0	0	8	53	7	47	0	0
7	5	62	3	38	0	0	12	57	9	42	1	1
					INDIVIDUAL INVENTORY SERVICE							
1	10	83	2	17	0	0	10	63	6	37	0	0
2	7	54	5	38	1	8	9	50	7	38	2	12
3	6	75	2	25	0	0	15	88	2	12	0	0
4	5	71	2	29	0	0	12	57	8	38	1	5
5	4	50	4	50	0	0	5	55	3	33	1	12
6	7	88	1	12	0	0	12	63	7	37	0	0
					INFORMATION SERVICE							
1	5	56	4	44	0	0	9	54	4	23	4	23
2	8	80	2	20	0	0	8	53	5	33	2	14
3	7	77	2	23	0	0	10	53	6	32	3	15
4	10	83	2	17	0	0	13	100	0	0	0	0
5	6	50	6	50	0	0	7	46	4	27	4	27

TABLE 4--Continued

Item No.	High-Achieving						Low-Achieving					
	Adequate		Partially Adequate		Inadequate		Adequate		Partially Adequate		Inadequate	
	N	%	N	%	N	%	N	%	N	%	N	%
					INFORMATION SERVICE--Continued							
6	9	75	3	25	0	0	16	80	3	11	1	9
7	6	55	5	45	0	0	7	64	4	36	0	0
8	5	45	6	55	0	0	8	42	7	37	4	21
9	3	60	2	40	0	0	15	78	2	11	2	11
					ORIENTATION SERVICE							
1	10	91	1	9	0	0	20	91	2	9	0	0
2	9	75	3	25	0	0	15	75	3	15	2	10
3	7	88	1	12	0	0	11	77	3	17	1	6
4	6	75	2	25	0	0	11	71	4	29	0	0
5	9	82	2	18	0	0	11	73	3	20	1	7
					PLACEMENT AND FOLLOW-UP SERVICE							
1	6	55	5	45	0	0	12	75	4	25	0	0
2	2	22	6	66	1	12	7	44	6	38	3	18
3	8	73	3	27	0	0	14	70	6	30	0	0
4	3	60	0	0	2	40	7	64	4	36	0	0
5	4	57	3	43	0	0	9	82	2	18	0	0
6	1	100	0	0	0	0	4	80	0	0	1	20
7	3	50	3	50	0	0	44	36	7	64	0	0
					GENERAL INFORMATION							
5	6	46	7	54	0	0	13	54	11	46	0	0

students included (Practice #4) keeping a record of educational and/or vocational goals and (Practice #5) providing assistance in understanding self.

The practices under the Information Service, not indicated as being inadequate, are (Practice #4) vocational aspects of subjects and (Practice #7) providing information about scholarships. The high-achieving group expressed the opinion that other practices were in this same category. They included (Practice #1) providing information about various jobs, (Practice #2) providing information about specific occupations in demand, (Practice #3) providing information about employment opportunities for Negroes, (Practice #5) discussing common problems, (Practice #8) providing information concerning problems of marriage, and (Practice #9) discussing social and economic conditions of the community.

When the Orientation Service section of Table 4 is examined, it is found that the practices not suggested as being inadequate deal with (Practice #1) providing information about school rules and (Practice #4) making provisions for students to get acquainted with the student body. The high-achieving students' responses showed that other guidance practices falling in this category were those dealing with (Practice #2) providing information about student organizations and (Practice #3) providing information about course descriptions.

Under Placement and Follow-up Services, no student

expressed the opinion that guidance practices were inadequate which were concerned with (Practice #1) providing assistance in learning abilities and interests, (Practice #3) making progress reports, (Practice #5) providing a wide range of extra-curricular activities, and (Practice #7) job and school placement after graduation. However, high-achieving students thought the same for the practice concerned with (Practice #6) helping to secure part-time jobs. Low-achieving students indicated the same for the guidance practice associated with (Practice #4) providing personal assistance in the selection of extra-curricular activities.

Again it can be seen that most high- and low-achieving students in schools with part-time counselors responded favorably toward guidance. The students expressed the opinion that most guidance practices, as they perceived them, were either adequate or partially adequate. It should not be hazardous to say that students appeared to be satisfied with the guidance which they had received.

It was observed also that low-achieving students had fewer guidance practices which were considered to be inadequate than the high-achieving. This means that more low-achieving students indicated certain practices to be inadequate than the high-achieving. Perhaps this presents a challenge for faculty members to devote more time with the low-achieving group or do a better job in helping them.

In order to study the responses of high- and low-

achieving students relative to the adequacy of guidance in schools with no counselors, Table 5 was prepared. The Counseling Service, the first section in Table 5, revealed practices not categorized as being inadequate by any student. These involved (Practice #2) providing assistance at any hour to discuss problems, (Practice #3) making progress reports at least once per year, and (Practice #6) providing assistance in finding out problems. In addition to the ones mentioned, the high-achieving students thought the same about practices concerned with (Practice #4) providing assistance with educational and/or vocational goals, (Practice #5) providing assistance with personal problems, and (Practice #7) providing assistance in improving study skills.

When the Individual Inventory Service is examined, it is observed that high-achieving students did not rate as being inadequate the practices associated with (Practice #3) keeping a record of achievements, and (Practice #5) providing assistance in understanding self. Low-achieving students thought the same for the practices involved with (Practice #1) providing assistance in learning interests and abilities and (Practice #6) discussing the cumulative record.

The Information Service section of Table 5 showed that no high- or low-achieving student expressed the opinion that practices were inadequate with respect to (Practice #4) stressing vocational aspects of subjects and (Practice #7) providing information about scholarships. Other practices included in

TABLE 5

RESPONSES OF HIGH- AND LOW-ACHIEVING STUDENTS RELATIVE TO THE ADEQUACY OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH NO COUNSELORS

Item No.	High-Achieving						Low-Achieving					
	Adequate		Partially Adequate		Inadequate		Adequate		Partially Adequate		Inadequate	
	N	%	N	%	N	%	N	%	N	%	N	%
					COUNSELING SERVICE							
1	4	44	0	0	5	56	20	80	4	16	1	4
2	5	71	2	29	0	0	6	50	6	50	0	0
3	2	50	2	50	0	0	8	73	3	27	0	0
4	4	44	5	56	0	0	6	50	4	33	2	17
5	2	67	1	33	0	0	3	44	2	28	2	28
6	2	100	0	0	0	0	8	57	6	43	0	0
7	3	38	5	62	0	0	15	56	10	37	2	7
					INDIVIDUAL INVENTORY SERVICE							
1	4	57	2	29	1	14	8	57	6	43	0	0
2	5	42	3	25	4	33	8	40	6	30	6	30
3	7	88	1	12	0	0	15	71	5	24	1	5
4	2	50	1	25	1	25	10	63	5	31	1	6
5	1	50	1	50	0	0	8	57	5	36	1	7
6	4	66	1	17	1	17	4	50	4	50	0	0
					INFORMATION SERVICE							
1	5	50	5	50	0	0	10	71	3	21	1	8
2	7	64	4	36	0	0	9	56	5	31	2	13
3	7	78	2	22	0	0	16	80	2	10	2	10
4	5	56	4	44	0	0	14	73	4	27	0	0
5	5	63	3	37	0	0	13	87	1	7	1	6

TABLE 5--Continued

Item No.	High-Achieving						Low-Achieving					
	Adequate		Partially Adequate		Inadequate		Adequate		Partially Adequate		Inadequate	
	N	%	N	%	N	%	N	%	N	%	N	%
						INFORMATION SERVICE--Continued						
6	7	70	2	20	1	10	24	92	2	8	0	0
7	6	60	4	40	0	0	14	73	5	27	0	0
8	4	44	4	44	1	12	12	63	7	37	0	0
9	3	50	2	33	1	17	11	78	3	22	0	0
						ORIENTATION SERVICE						
1	7	64	4	36	0	0	21	70	9	30	0	0
2	6	100	0	0	0	0	15	63	7	29	2	8
3	8	89	0	0	1	11	24	80	3	10	3	10
4	7	70	2	20	1	10	16	76	4	19	1	5
5	5	56	2	22	2	22	21	91	0	0	1	9
						PLACEMENT AND FOLLOW-UP SERVICES						
1	5	71	2	29	0	0	11	55	7	36	1	9
2	5	45	2	18	4	37	2	14	10	74	2	12
3	5	71	2	29	0	0	13	86	2	14	0	0
4	5	83	1	17	0	0	11	73	3	20	1	7
5	3	60	2	40	0	0	10	77	2	15	1	8
6	0	0	0	0	0	0	2	67	1	33	0	0
7	5	83	0	0	1	17	7	100	0	0	0	0
						GENERAL INFORMATION						
5	5	42	1	8	6	50	10	29	7	21	17	50

this category for high-achieving students are (Practice #1) providing information about various jobs, (Practice #2) providing information about specific occupations in demand, (Practice #3) providing information about employment opportunities for Negroes, and (Practice #5) discussing common problems in class. The low-achieving group showed other practices besides the ones mentioned. They are: (Practice #8) providing information about problems of marriage and (Practice #9) discussing social and economic conditions of the community.

No student, in responding to items under Orientation Service, indicated that the guidance practice of (Practice #1) providing information about school regulations was inadequate. The only other practice rated as such by high-achievers, has reference to (Practice #2) providing information about student organizations.

When the section of Table 5 devoted to Placement and follow-up Services is observed, it is seen that all items except two practices were classified as being inadequate by high- and low-achieving students. These practices pertain to (Practice #3) making progress reports and (Practice #6) helping to secure part-time jobs. High-achieving students indicated other guidance practices as not being inadequate such as (Practice #1) providing assistance in learning about interests and abilities, (Practice #5) providing assistance in selecting extra-curricular activities, and (Practice #6)

helping to secure part-time jobs. The low-achieving group also indicated a practice which was similarly classified that involved (Practice #7) job and school placement after graduation.

The findings just presented were similar to those reported in connection with schools employing full- and part-time counselors. The vast majority of the students, high- and low-achieving, indicated that the guidance which they received was either adequate or partially adequate. One could surmise, then, that students were relatively satisfied with the guidance services in their respective schools. Apparently, faculty members, in working with students, have left a favorable impression upon them. It can be seen once again that the low-achieving students had fewer items not classified as inadequate. This means that there were more students who indicated that a practice was inadequate than was the case in the other group. Again, the need for faculty members to evaluate their guidance programs periodically in an effort to make sure that all students will be treated equally appears to be very much in evidence. This is especially true in the case of students representing the lower end of the academic scale.

A discussion of the major results of this study has just been concluded. It has been shown that a variety of guidance practices exist in all types of schools as mentioned in the study. The section on guidance practices found in 12 selected Negro high schools in Louisiana revealed that those

with full-time counselors offered the greatest amount of guidance. Schools in which no counselors are employed had the least to offer in the guidance area. Table 2 showed that high-achieving students in all schools used the guidance services more than the low-achieving. Also, students from schools employing part-time counselors used the guidance services to a greater extent than those in the other two types of schools. Finally, most students in all schools thought the majority of the guidance practices were adequate or partially so.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The major problem of this study was to determine students' expressed opinions relative to the use and adequacy of certain guidance practices in schools with different plans of organization. One major purpose of this study was to obtain information from faculty members concerning the existence of certain guidance practices in schools employing full-time counselors, part-time counselors, and no counselors. Another purpose was to obtain the expressed opinions of high- and low-achieving students regarding the use and adequacy of certain guidance practices in schools with full-time counselors, part-time counselors, and no counselors.

The study used 143 high school seniors and 245 faculty members from 12 selected Negro high schools in Louisiana. The faculty at each school was administered a questionnaire to determine what guidance practices existed in the school. The students were administered a similar questionnaire in order to obtain their expressed opinions relative to the use and adequacy of these practices. The investigator interviewed

a portion of the students in an effort to determine the reliability of their responses. The Chi-square test was used in the statistical treatment of the data.

Principal Findings

Although the results of this study were presented and discussed in Chapter III, it seems appropriate at this point to single out succinctly the most significant findings. The principal findings are reported in connection with the problem of the study. It should be emphasized, also, that only the weaknesses of the guidance services are presented in an outline form.

It is conceivable that individuals interested in improving guidance services would want to know the weaknesses of the guidance programs as perceived by the faculty and students. Guidance workers should be particularly interested in those guidance practices which high- and low-achieving students did not make use of in various types of schools according to organization. Guidance workers in schools employing full-time, part-time, and no counselors have the opportunity to see how high- and low-achieving students responded in terms of the adequacy of the guidance received in their respective schools. The guidance practices with which students were not completely satisfied are delineated. This should have special meaning for all persons desiring to do a better job with students in the area of guidance.

Schools with Full-Time Counselors

Schools with full-time counselors offered the following guidance practices only to a limited degree:

1. Helping to secure part-time jobs.
2. School and job placement after graduation.

High-achieving students did not make much use of the guidance practices associated with the following:

1. Providing assistance with personal problems.
2. Keeping a record of educational and/or vocational goals.
3. Discussing social and cultural conditions of the community.
4. Helping to secure part-time jobs.
5. School or job placement after graduation.
6. Providing assistance in selecting extra-curricular activities.
7. Providing assistance in finding out personal problems.
8. Providing assistance in understanding self.

Low-achieving students did not make much use of the guidance practices dealing with the following:

1. Providing assistance with educational and/or vocational goals.
2. Providing assistance with personal problems.
3. Discussing cumulative records.
4. Providing information about specific occupations in demand.
5. Providing information about graduation and course requirements.

6. Providing information about scholarships.
7. Discussing the social and cultural conditions of the community.
8. Providing assistance in selecting extra-curricular activities.
9. Helping to secure part-time jobs.
10. School and job placement after graduation.

High-achieving students did not feel that the assistance received was fully adequate with respect to guidance practices involving the following:

1. Providing assistance in finding out problems.
2. Providing assistance in improving study skills.
3. Discussing test results.
4. Keeping a record of educational and/or vocational goals.
5. Providing information about scholarships.
6. Discussing common problems in class.
7. Providing enough courses to take.
8. Helping to secure part-time jobs.
9. Discussing cumulative records.
10. Providing information about various jobs.

Low-achieving students did not feel that the assistance received was fully adequate relative to guidance practices concerned with the following:

1. Providing assistance in finding out problems.
2. Providing assistance in improving study skills.
3. Discussing test results.

4. Keeping a record of educational and/or vocational goals.
5. Providing information about scholarships.
6. Discussing common problems in class.
7. Providing enough courses to take.
8. Helping to secure part-time jobs.
9. Providing someone to discuss problems at any hour.
10. Providing assistance in learning about abilities.
11. Providing assistance in understanding self.
12. Providing information about specific occupations in demand.
13. Discussing employment opportunities for Negroes.
14. Discussing vocational aspects of subjects.
15. Providing information concerning school regulations.
16. Providing information about student organizations.
17. Providing assistance in course placement.
18. Providing assistance in selecting courses.

Schools with Part-Time Counselors

Schools with part-time counselors offered the following guidance practices only to a limited degree:

1. Making provisions for new students to get acquainted with the student body.
2. Making provisions for parents of new students to get acquainted with the faculty.
3. Providing assistance in the selection of extra-curricular activities.
4. Helping to secure part-time jobs.
5. School and job placement after graduation.

High-achieving students did not make much use of the guidance practices associated with the following:

1. Providing assistance in selecting extra-curricular activities.
2. Helping to secure part-time jobs.
3. School and job placement after graduation.

Low-achieving students did not make much use of the guidance practices dealing with the following:

1. Providing assistance with personal problems.
2. Providing information about scholarships.
3. Providing assistance in selecting extra-curricular activities.
4. Helping to secure part-time jobs.
5. School and job placement after graduation.
6. Providing a variety of extra-curricular activities.

High-achieving students did not feel that the assistance received was fully adequate with respect to guidance practices involving the following:

1. Discussing common problems in class.
2. Providing information concerning problems of marriage and family life.
3. Providing enough courses to take.
4. School and job placement after graduation.
5. Providing assistance in course selection.
6. Providing someone to discuss problems at any hour.
7. Providing assistance in finding out problems.

Low-achieving students did not feel that the assistance

received was fully adequate relative to guidance practices concerned with the following:

1. Discussing common problems in class.
2. Providing information concerning problems of marriage and family life.
3. Providing enough courses to take.
4. School and job placement after graduation.
5. Providing assistance in course selection.
6. Providing someone to discuss problems at any hour.
7. Providing assistance in finding out problems.
8. Discussing test results.

Schools with No Counselors

Schools with no counselors offered the following guidance practices only to a limited degree:

1. Providing assistance in learning about abilities.
2. Keeping a record of achievements.
3. Providing information about specific occupations in demand.
4. Providing information about employment opportunities for Negroes.
5. Making provisions for new students to get acquainted with the student body.
6. Providing assistance in selecting extra-curricular activities.
7. Helping to secure part-time jobs.
8. School and job placement after graduation.

High-achieving students did not make much use of the guidance practices associated with the following:

1. Providing someone to discuss problems at any hour.
2. Discussing overall progress.
3. Providing assistance with personal problems.
4. Providing assistance in finding out problems.
5. Discussing social and cultural conditions of the community.
6. Providing assistance in selecting extra-curricular activities.
7. Helping to secure part-time jobs.
8. School and job placement after graduation.
9. Providing a variety of extra-curricular activities.
10. Providing information about various student organizations.

Low-achieving students did not make much use of the guidance practices dealing with the following:

1. Providing someone to discuss problems at any hour.
2. Discussing overall progress.
3. Providing assistance with personal problems.
4. Providing assistance in finding out problems.
5. Discussing social and cultural conditions of the community.
6. Providing assistance in selecting extra-curricular activities.
7. Helping to secure part-time jobs.
8. School and job placement after graduation.
9. Providing a variety of extra-curricular activities.
10. Providing assistance with educational and/or vocational goals.
11. Providing assistance in learning about abilities.

12. Providing information about various jobs.
13. Providing information about occupations in demand.
14. Discussing vocational aspects of subjects.
15. Discussing common problems in class.
16. Providing enough courses to take.
17. Making progress reports.

High-achieving students did not feel that the assistance received was fully adequate with respect to guidance practices involving the following:

1. Providing assistance in selecting courses.
2. Providing assistance in selecting educational and/or vocational goals.
3. Providing assistance in improving study skills.
4. Discussing test results.
5. Keeping a record of educational and/or vocational goals.
6. Providing assistance in understanding self.
7. Providing information about various jobs.
8. Discussing social and cultural conditions of the community.
9. Providing enough courses to take.
10. Helping to secure part-time jobs.

Low-achieving students did not feel that the assistance received was fully adequate relative to guidance practices concerned with the following:

1. Providing someone to discuss problems at any hour.
2. Providing assistance with educational and/or vocational goals.

3. Providing assistance with personal problems.

4. Discussing test results.

5. Discussing the cumulative record.

6. Providing enough courses to take.

Conclusions

The findings of this study tend to suggest the following conclusions:

1. Schools with full-time counselors offered the greatest amount of guidance while those with no counselors offered the least.

2. High-achieving students from schools employing full-time counselors, part-time counselors, and no counselors used the guidance services more than the low-achieving.

3. High- and low-achieving students from schools with part-time counselors used the guidance services more than those from the other two types of schools.

4. Low-achieving students from schools with full-time counselors were less satisfied with the guidance received than those from the other two types of schools.

5. More students were dissatisfied with the assistance that was received in schools with full-time counselors than the other two types of schools.

6. More students felt satisfied with the guidance received in schools with part-time counselors than the other two types of schools.

7. High- and low-achieving students in schools with part-time counselors appeared to be more satisfied with the assistance received than those from the other two types of schools.

8. In general, most high- and low-achieving students from all types of schools appeared to be satisfied with most of the guidance services provided.

Recommendations

The discussion in Chapter III pointed out that a variety of guidance practices existed in all types of schools included in this study. Despite this, many high- and low-achieving students did not take advantage of the guidance services provided for them. If the reasons for this were known, then, guidance workers would be in a better position to institute other techniques designed to attract more students to use these services.

It was also found, during the analysis of the data, that many high- and low-achieving students were not completely satisfied with the guidance which they had received. This was true for all types of schools. Such a revelation should have implications for all individuals concerned with improving guidance services. If guidance workers knew why certain guidance practices were not completely adequate, they could, perhaps, bring about conditions which would leave a more favorable impression on the minds of students.

In view of the results obtained in this study, it is recommended that:

1. Studies be conducted to find out why some Negro students do not use the existing guidance services in their schools employing full-time counselors, part-time counselors, and no counselors.

2. Studies be conducted to find out why some Negro students are not satisfied with the guidance services in their schools employing full-time counselors, part-time counselors, and no counselors.

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APPENDIX A

LIST OF PARTICIPATING HIGH SCHOOLS IN LOUISIANA

NAME OF HIGH SCHOOL	CITY
1. Bethune	Welsh
2. Boston	Lake Charles
3. Paul Breaux	Lafayette
4. Clark	Opelousas
5. Jefferson Davis	Jennings
6. Charles Drew	Eunice
7. Lincoln	Ruston
8. Peabody	Alexandria
9. St. Tammany	Slidell
10. Scotlandville	Baton Rouge
11. Washington	Thibodaux
12. Webster	Minden

APPENDIX B

FACULTY QUESTIONNAIRE RELATING TO GUIDANCE PRACTICES

Name _____ Position_____

School_____

Direction: The purpose of this questionnaire is to find out some of the guidance practices in your school. Please check answers in the appropriate blanks. If none of the answers seem to agree with your opinion exactly, check the one which comes nearest to your views.

COUNSELING SERVICE

1. Do the students receive assistance in the selection of their courses from grades 9-12? Yes___ No___.

2. Can students go to someone at any time during the day to discuss their problems? Yes___ No___.

3. Are provisions made for students to discuss their progress with someone at least once per year from grades 9-12? Yes___ No___.

4. Do the students receive personal assistance with their educational and/or vocational goals? Yes___ No___.

5. Are provisions made for students to receive personal assistance from someone with their personal problems? Yes___ No___.

6. Does the school make any efforts toward finding out some of the problems of students with the intent of helping them? Yes___ No___.

7. Does the school make provisions for trying to improve the study skills of students? Yes___ No___.

INDIVIDUAL INVENTORY SERVICE

1. Do students receive systematic help in learning about their abilities, interests, and limitations? Yes___ No___.

2. Are students administered intelligence, ability, or aptitude and achievement tests? Yes___ No___.

3. Does the school keep a record of the students achievements, special honors, community activities, and hobbies? Yes___ No___.

4. Does the school keep a record of the students educational and/or vocational goals? Yes___ No___.

5. Does the school provide assistance in helping students understand themselves better? Yes___ No___.

6. Are the contents of the cumulative records discussed with the students? Yes___ No___.

INFORMATION SERVICE

1. Does the school provide information for students about various jobs in terms of pay, working conditions, requirements, and opportunities for advancement? Yes___ No___.

2. Does the school provide information about the specific occupations that are in demand and those that are overcrowded? Yes___ No___.

3. Does the school provide information about the employment opportunities for Negroes in various occupations? Yes___ No___.

4. Do you stress the vocational aspect or significance of the subject you teach? Yes___ No___.

5. Are provisions made for the discussion on common problems of students in group settings such as the homeroom or regular class? Yes___ No___.

6. Are students provided with information concerning colleges and trade and professional schools? Yes___ No___.

7. Are students given information about loans, scholarships, and other college assistance programs? Yes___ No___.

8. Are students provided with information concerning some of the problems of marriage and family life? Yes___ No___.

9. Are the social, economic, and cultural conditions of the school community discussed with students? Yes___ No___.

ORIENTATION SERVICE

1. When new students enter high school, are they given information concerning rules and regulations governing students? Yes___ No___.

2. Are students given information about the various student organizations, clubs, activities, and publications, if any? Yes___ No___.

3. When students enter high school for the first time, are they given information about course descriptions, and graduation requirements? Yes___ No___.

4. Are provisions made for new students to get acquainted with the student body? Yes___ No___.

5. Are efforts made to help parents of new students become acquainted with the faculty and school? Yes___ No___.

PLACEMENT AND FOLLOW-UP SERVICES

1. Are the expressed interests and abilities considered when students are assigned to courses? Yes___ No___.

2. Does the school provide a variety of courses for students to choose from? Yes___ No___.

3. Is the progress of students in their courses checked at least once each semester? Yes___ No___.

4. Are students provided with personal assistance in the selection of extra-curricular activities? Yes___ No___.

5. Do students have a wide range of extra-curricular activities to choose from? Yes___ No___.

6. Does the school try to help secure part-time, summer, or permanent jobs for students who experience financial difficulty? Yes___ No___.

7. Has the school made any efforts to see that students are placed in the right school or on the right job, or otherwise, after graduation? Yes___ No___.

APPENDIX C

STUDENT QUESTIONNAIRE AND INTERVIEW CHECK LIST

RELATING TO GUIDANCE PRACTICES

Name _____

School_____

Directions: This questionnaire seeks to get information about some of the guidance practices of your school. Please check answers or fill in the appropriate blanks. If none of the answers seem to agree with your opinion exactly, check the one which comes nearest to your views.

COUNSELING SERVICE

1.

a. Did you receive assistance in the selection of your courses for grades 9-12? Yes___ No___.

b. The assistance received in the selection of high school courses was: Adequate___ Partially Adequate___ Inadequate___.

2.

a. Is anyone provided for you to go to in order to discuss problems at any time during school hours? Yes___ No___.

b. The school's efforts to provide someone for me to go to concerning my problems during school hours were: Adequate___ Partially adequate___ Inadequate ___.

3.

a. Did anyone discuss your overall progress with you at least once per year from grades 9-12? Yes___ No___.

b. The discussion held concerning my overall progress was: Adequate___ Partially adequate___ Inadequate___.

4.

a. Have you received personal assistance with your educational and/or vocational goals? Yes___ No___.

b. The help received with my educational and/or vocational goals was: Adequate___ Partially adequate___ Inadequate___.

5.

a. Have you received assistance from someone with your personal problems? Yes___ No___.

b. The school's efforts to find out my problems were: Adequate___ Partially adequate___ Inadequate___.

6.

a. Did anyone try to find out what your problems were in an effort to help you? Yes___ No___.

b. The school's efforts to find out my problems were: Adequate___ Partially adequate___ Inadequate___.

7.

a. Did anyone assist you in trying to improve your study skills? Yes___ No___.

b. The school's efforts to improve my skills was: Adequate___ Partially adequate___ Inadequate___.

INDIVIDUAL INVENTORY SERVICE

1.

a. Have you received help in learning about your abilities, interests, and limitations? Yes___ No___.

b. The help received in learning about my abilities, interests, and limitations was: Adequate___ Partially adequate___ Inadequate___.

2.

a. Were you administered intelligence, ability, or aptitude and achievement tests? Yes___ No___.

b. The discussions concerning my test results were: Adequate___ Partially adequate___ Inadequate___.

3.

a. Does the school keep a record of your achievements, special honors, community activities, and hobbies? Yes___ No___.

b. The records which the school keeps of my activities are: Adequate___ Partially adequate___ Inadequate___.

4.

a. Does someone keep a record of your educational and/or vocational goals? Yes___ No___.

b. The records of my educational and/or vocational goals are: Adequate___ Partially adequate___ Inadequate___.

5.

a. Did anyone give you assistance in trying to understand yourself better? Yes___ No___.

b. The assistance given in trying to help me understand myself was: Adequate___ Partially adequate___ Inadequate___.

6.

a. Has anyone ever discussed your cumulative record with you? Yes___ No___.

b. The discussions concerning my cumulative record were: Adequate___ Partially adequate___ Inadequate___.

INFORMATION SERVICE

1.

a. Have you received information about various jobs in terms of pay, working conditions, requirements, and opportunities for advancement? Yes___ No___.

b. The information received about various jobs in terms of pay, working conditions, requirements, and opportunities for advancement was: Adequate___ Partially Adequate___ Inadequate___.

2.

a. Did anyone point out the specific occupations that are in demand and those that are overcrowded? Yes___ No___.

b. The information received about job supply and demand was: Adequate___ Partially adequate___ Inadequate___.

3.

a. Did anyone discuss with you the employment opportunities for Negroes in various occupations? Yes___ No___.

b. The discussion about employment opportunities for Negroes was: Adequate___ Partially adequate___ Inadequate___.

4.

a. Did your teachers stress the vocational aspect or significance of the subjects that they taught? Yes___ No___.

b. The teacher's stress on the vocational aspect or significance of their subjects was: Adequate___ Partially adequate___ Inadequate___.

5.

a. Do you have the opportunity to discuss some of your common problems in group settings such as the homeroom or the regular class? Yes___ No___.

b. The group discussions held in the homeroom or regular class on common problems were: Adequate___ Partially adequate___ Inadequate___.

6.

a. Did anyone provide you with information concerning colleges and trade and professional schools? Yes___ No___.

b. The information provided about colleges and trade and professional schools was: Adequate___ Partially adequate___ Inadequate___.

7.

a. Did anyone give you information about loans, scholarships, and other college assistance programs? Yes___ No___.

b. The information received about loans, scholarships, and other college assistance programs was: Adequate___ Partially adequate___ Inadequate___.

8.

a. Did anyone give you information concerning some of the problems of marriage and family life? Yes___ No___.

b. The information received about marriage and family life was: Adequate___ Partially adequate___ Inadequate___.

9.

a. Did anyone discuss with you the social, economic, and cultural conditions of your community and their implications? Yes___ No___.

b. The discussion held about the social, economic and cultural conditions of your community were: Adequate___ Partially adequate___ Inadequate___.

ORIENTATION SERVICE

1.

a. Upon entering the high school for the first time, did anyone provide you with information concerning the rules and regulations governing students? Yes___ No___.

b. The information received about the rules and regulations of this school was: Adequate___ Partially adequate___ Inadequate___.

2.

a. Did anyone give you information about the various student organizations, activities, and publications, if any? Yes___ No___.

b. The information received about the various student organizations, activities, and clubs was: Adequate___ Partially adequate___ Inadequate___.

3.

a. Upon entering this high school for the first time, did anyone give you information about course descriptions and graduation requirements? Yes___ No___.

b. The information received about course description and graduation requirements was: Adequate___ Partially adequate___ Inadequate___.

4.

a. Upon entering this high school for the first time, did the school make any efforts to see that you get acquainted with the faculty and school? Yes___ No___.

b. The school's efforts to help me get acquainted with the student body was: Adequate___ Partially adequate ___ Inadequate___.

5.

a. Upon entering this high school for the first time, did the school make any efforts to help your parents get acquainted with the faculty and school? Yes___ No___.

b. The school's efforts to help my parents get acquainted with the faculty and school were: Adequate___ Partially adequate___ Inadequate___.

PLACEMENT AND FOLLOW-UP SERVICES

1.

a. Did the school make any effort to see to it that you were placed in the right courses in terms of your expressed interest and abilities? Yes___ No___.

b. The school's efforts to place me in courses according to my interests and abilities were: Adequate___ Partially adequate___ Inadequate___.

2.

a. Were there subjects that you wanted to take and could not for various reasons? Yes___ No___.

b. The school's course offerings were: Adequate___ Partially adequate___ Inadequate___.

3.

a. Did anyone check the progress in your courses at least once per semester? Yes___ No___.

b. The school's efforts to check on my progress each semester were: Adequate___ Partially adequate___ Inadequate___.

4.

a. If you participated in extra-curricular activities, did you receive personal aid in your selection of them? Yes___ No___.

b. The assistance received in the selection of extra-curricular activities was: Adequate___ Partially adequate___ Inadequate___.

5.

a. Did you have the opportunity to select from a wide range of extra-curricular activities? Yes___ No___.

b. The school's range of extra-curricular activities

was: Adequate___ Partially adequate___ Inadequate___.

6.

a. If you had financial difficulties, did anyone at school try to secure a part-time, summer, or permanent job for you? Yes___ No___.

b. The school's efforts to help me secure a part-time, summer, or permanent job were: Adequate___ Partially Adequate___ Inadequate___.

7.

a. Has the school made any efforts to see that you are placed in the right school or on the right job, or otherwise, after graduation? Yes___ No___.

b. The school's efforts to see that I am placed right in the light of my future plans are: Adequate___ Partially adequate___ Inadequate___.

GENERAL INFORMATION

1. Has anyone explained to you the nature, extent, function and purpose of the guidance program in your school? Yes___ No___.

2. Do you know all the activities in your school that make up the guidance program? Yes___ No___.

3. Do you generally take advantage of the assistance provided by your school in solving your problems? Yes___ No___.

4. Could you make suggestions that would improve the guidance program in your school? Yes___ No___.

5. In general, the school's program of assistance, as it affected me, was: Adequate___ Partially adequate___ Inadequate___.

APPENDIX D

SECTION I

PART A

INTERVIEW AND QUESTIONNAIRE RESPONSES OF THE SAME 20 HIGH-ACHIEVING STUDENTS RELATIVE TO THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH ONE FULL-TIME COUNSELOR IN EACH

COUNSELING SERVICE				
Item No.	Type	Yes	No	X^2
1.	I[a]	12	8	
	Q[b]	14	6	1.50
2.	I	15	5	
	Q	17	3	.80
3.	I	16	4	
	Q	14	6	1.25
4.	I	10	10	
	Q	13	7	4.57*
5.	I	5	15	
	Q	7	13	1.33
6.	I	8	12	
	Q	10	10	.57
7.	I	16	4	
	Q	14	6	1.50

INDIVIDUAL INVENTORY SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	13	7	
	Q	12	8	.00
2.	I	15	5	
	Q	18	2	1.13
3.	I	14	8	
	Q	16	4	.17
4.	I	12	8	
	Q	10	10	1.50
5.	I	6	14	
	Q	7	13	.80
6.	I	15	5	
	Q	14	6	.13

[a] I - Interview

[b] Q - Questionnaire

* - Significant at .05 level.

INFORMATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	11	9	
	Q	12	8	.00
2.	I	12	8	
	Q	14	6	.80
3.	I	13	7	
	Q	12	8	1.33
4.	I	15	5	
	Q	16	4	1.50
5.	I	14	6	
	Q	16	4	2.25*
6.	I	15	5	
	Q	17	3	.25
7.	I	18	2	
	Q	17	3	.50
8.	I	13	7	
	Q	11	9	1.13
9.	I	10	10	
	Q	9	11	.17

ORIENTATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	16	4	
	Q	18	2	.00
2.	I	15	5	
	Q	17	3	1.33
3.	I	16	4	
	Q	14	6	.40
4.	I	13	7	
	Q	14	6	.00
5.	I	15	5	
	Q	16	4	1.50

PLACEMENT AND FOLLOW-UP SERVICES

Item No.	Type	Yes	No	X^2
1.	I	11	9	
	Q	14	6	1.33
2.	I	13	7	
	Q	11	9	1.50
3.	I	10	10	
	Q	13	7	4.50*
4.	I	6	14	
	Q	4	16	.80
5.	I	16	4	
	Q	14	6	.17
6.	I	5	15	
	Q	2	18	1.13
7.	I	8	12	
	Q	7	13	.40

GENERAL INFORMATION

Item No.	Type	Yes	No	X^2
1.	I	14	5	
	Q	17	3	1.33
2.	I	10	10	
	Q	8	12	.25
3.	I	9	11	
	Q	12	8	1.50
4.	I	13	7	
	Q	12	8	.18

PART B

INTERVIEW AND QUESTIONNAIRE RESPONSES OF THE SAME 13 HIGH-ACHIEVING STUDENTS RELATIVE TO THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH ONE PART-TIME COUNSELOR IN EACH

COUNSELING SERVICE				
Item No.	Type	Yes	No	X^2
1.	I[a]	8	5	
	Q[b]	10	3	4.57*
2.	I	9	4	
	Q	11	2	1.33
3.	I	8	5	
	Q	9	4	.80
4.	I	9	4	
	Q	11	2	.00
5.	I	5	8	
	Q	7	6	.57
6.	I	9	4	
	Q	7	6	.17
7.	I	7	6	
	Q	8	5	1.50

INDIVIDUAL INVENTORY SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	10	3	
	Q	12	1	1.25
2.	I	11	2	
	Q	13	0	.13
3.	I	7	6	
	Q	8	5	.80
4.	I	8	5	
	Q	7	6	.25
5.	I	6	7	
	Q	8	5	.00
6.	I	9	4	
	Q	8	6	.38

[a] I - Interview

[b] Q - Questionnaire

* - Significant at .05 level

INFORMATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	7	6	
	Q	9	4	1.13
2.	I	9	4	
	Q	10	3	.18
3.	I	10	3	
	Q	9	4	1.33
4.	I	10	3	
	Q	12	1	.80
5.	I	10	3	
	Q	12	1	.25
6.	I	9	4	
	Q	12	1	1.50
7.	I	9	4	
	Q	11	2	1.13
8.	I	10	3	
	Q	11	2	.57
9.	I	7	6	
	Q	5	8	.00

ORIENTATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	9	4	
	Q	11	2	.00
2.	I	10	3	
	Q	12	1	1.50
3.	I	9	4	
	Q	8	5	.80
4.	I	7	6	
	Q	8	5	.25
5.	I	9	4	
	Q	11	2	.40

PLACEMENT AND FOLLOW-UP SERVICES				
Item No.	Type	Yes	No	X^2
1.	I	10	3	
	Q	11	2	.25
2.	I	11	2	
	Q	9	4	.80
3.	I	9	4	
	Q	11	2	.40
4.	I	3	10	
	Q	5	8	1.50
5.	I	8	5	
	Q	7	6	4.50*
6.	I	3	10	
	Q	1	12	.18
7.	I	8	5	
	Q	6	7	.50

GENERAL INFORMATION				
Item No.	Type	Yes	No	X^2
1.	I	10	3	
	Q	12	1	1.33
2.	I	5	8	
	Q	6	7	.50
3.	I	8	5	
	Q	9	4	1.50
4.	I	10	3	
	Q	8	5	1.13

PART C

INTERVIEW AND QUESTIONNAIRE RESPONSES OF THE SAME 12 HIGH-ACHIEVING STUDENTS RELATIVE TO THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH NO COUNSELORS

COUNSELING SERVICE				
Item No.	Type	Yes	No	X^2
1.	I[a]	7	5	
	Q[b]	9	3	.25
2.	I	7	5	
	Q	6	6	.80
3.	I	3	9	
	Q	4	8	1.33
4.	I	8	4	
	Q	9	3	2.77*
5.	I	4	8	
	Q	3	9	.50
6.	I	3	9	
	Q	2	10	.00
7.	I	7	5	
	Q	8	4	.57

INDIVIDUAL INVENTORY SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	6	6	
	Q	7	5	1.13
2.	I	10	2	
	Q	12	0	1.50
3.	I	7	5	
	Q	8	4	1.33
4.	I	3	9	
	Q	4	8	.57
5.	I	4	8	
	Q	2	10	.80
6.	I	7	5	
	Q	6	6	.38

[a] I - Interview

[b] Q - Questionnaire

* - Significant at .05 level

INFORMATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	8	4	
	Q	10	2	.17
2.	I	9	3	
	Q	11	1	2.00
3.	I	10	2	
	Q	9	3	4.50*
4.	I	8	4	
	Q	9	3	.38
5.	I	9	3	
	Q	8	4	1.13
6.	I	10	2	
	Q	10	2	1.50
7.	I	7	5	
	Q	10	2	.25
8.	I	8	4	
	Q	9	3	.38
9.	I	7	5	
	Q	6	6	.40

ORIENTATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	9	3	
	Q	11	2	.00
2.	I	5	7	
	Q	6	6	1.50
3.	I	10	2	
	Q	9	3	.13
4.	I	7	5	
	Q	10	2	.80
5.	I	9	3	
	Q	9	3	1.33

PLACEMENT AND FOLLOW-UP SERVICES				
Item No.	Type	Yes	No	X^2
1.	I	6	6	
	Q	7	5	1.33
2.	I	10	2	
	Q	11	1	.50
3.	I	8	4	
	Q	7	5	.80
4.	I	7	5	
	Q	6	6	.25
5.	I	4	8	
	Q	5	7	2.25*
6.	I	4	8	
	Q	0	12	1.50
7.	I	6	6	
	Q	8	4	.80

GENERAL INFORMATION				
Item No.	Type	Yes	No	X^2
1.	I	6	6	
	Q	5	7	.00
2.	I	7	5	
	Q	2	10	.57
3.	I	9	3	
	Q	8	4	1.50
4.	I	10	2	
	Q	11	1	1.33

SECTION II

PART A

INTERVIEW AND QUESTIONNAIRE RESPONSES OF THE SAME 20 LOW-ACHIEVING STUDENTS RELATIVE TO THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH ONE FULL-TIME COUNSELOR IN EACH

COUNSELING SERVICE				
Item No.	Type	Yes	No	X^2
1.	I[a]	13	7	
	Q[b]	14	6	.80
2.	I	12	8	
	Q	13	7	.57
3.	I	9	11	
	Q	10	10	1.33
4.	I	5	15	
	Q	8	12	5.33*
5.	I	7	13	
	Q	9	11	.25
6.	I	10	10	
	Q	12	8	1.13
7.	I	15	5	
	Q	16	4	.57

INDIVIDUAL INVENTORY SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	6	14	
	Q	8	12	.40
2.	I	12	8	
	Q	14	6	1.33
3.	I	15	5	
	Q	17	3	.80
4.	I	14	6	
	Q	13	7	.57
5.	I	10	10	
	Q	12	8	.50
6.	I	6	14	
	Q	7	13	.17

[a] I - Interview

[b] Q - Questionnaire

* - Significant at .05 level

INFORMATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	8	12	
	Q	9	11	.50
2.	I	6	14	
	Q	8	12	.25
3.	I	12	8	
	Q	15	5	.18
4.	I	13	7	
	Q	14	6	1.50
5.	I	13	7	
	Q	15	5	1.33
6.	I	14	6	
	Q	16	4	.00
7.	I	6	14	
	Q	8	12	.80
8.	I	15	5	
	Q	17	3	.40
9.	I	6	14	
	Q	7	13	1.13

ORIENTATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	12	8	
	Q	14	6	.25
2.	I	14	6	
	Q	15	5	.57
3.	I	11	9	
	Q	13	7	.80
4.	I	10	10	
	Q	14	6	1.13
5.	I	13	7	
	Q	12	8	1.50

PLACEMENT AND FOLLOW-UP SERVICES

Item No.	Type	Yes	No	X^2
1.	I	13	7	
	Q	15	5	1.50
2.	I	10	10	
	Q	12	8	.13
3.	I	14	6	
	Q	13	7	.80
4.	I	6	14	
	Q	4	16	.50
5.	I	12	8	
	Q	14	6	1.33
6.	I	6	14	
	Q	5	15	.17
7.	I	12	8	
	Q	9	11	.40

GENERAL INFORMATION

Item No.	Type	Yes	No	X^2
1.	I	11	9	
	Q	13	7	2.00*
2.	I	6	14	
	Q	8	12	.13
3.	I	6	14	
	Q	5	15	1.50
4.	I	5	15	
	Q	7	13	.17

SECTION II

PART B

INTERVIEW AND QUESTIONNAIRE RESPONSES OF THE SAME 12 LOW-ACHIEVING STUDENTS RELATIVE TO THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH ONE PART-TIME COUNSELOR IN EACH

COUNSELING SERVICE				
Item No.	Type	Yes	No	X^2
1.	I[a]	8	4	
	Q[b]	9	3	.80
2.	I	10	2	
	Q	8	4	.17
3.	I	6	6	
	Q	7	5	1.33
4.	I	8	4	
	Q	10	2	1.50
5.	I	7	5	
	Q	9	3	1.50
6.	I	9	3	
	Q	8	4	.00
7.	I	10	2	
	Q	11	1	2.00*

INDIVIDUAL INVENTORY SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	7	5	
	Q	8	4	.17
2.	I	8	4	
	Q	9	3	.38
3.	I	7	5	
	Q	10	2	1.50
4.	I	9	3	
	Q	11	1	.13
5.	I	4	8	
	Q	5	7	1.50
6.	I	10	2	
	Q	8	4	1.33

[a] I - Interview

[b] Q - Questionnaire

* - Significant at .05 level

INFORMATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	10	2	
	Q	9	3	.80
2.	I	7	5	
	Q	8	4	.00
3.	I	9	3	
	Q	10	2	1.33
4.	I	6	6	
	Q	7	5	.67
5.	I	7	5	
	Q	8	4	.50
6.	I	8	4	
	Q	10	2	1.50
7.	I	4	8	
	Q	5	7	.17
8.	I	7	5	
	Q	9	3	1.50
9.	I	7	5	
	Q	8	4	.40

ORIENTATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	8	4	
	Q	10	2	.50
2.	I	7	5	
	Q	9	3	.80
3.	I	8	4	
	Q	9	3	1.33
4.	I	10	2	
	Q	7	5	4.50*
5.	I	7	5	
	Q	6	6	1.50

PLACEMENT AND FOLLOW-UP SERVICES

Item No.	Type	Yes	No	X^2
1.	I	6	6	
	Q	7	5	1.33
2.	I	7	5	
	Q	8	4	.13
3.	I	11	1	
	Q	10	2	1.50
4.	I	4	8	
	Q	5	7	.00
5.	I	5	7	
	Q	6	6	.80
6.	I	2	10	
	Q	3	9	.25
7.	I	3	9	
	Q	4	8	.17

GENERAL INFORMATION

Item No.	Type	Yes	No	X^2
1.	I	8	4	
	Q	9	5	.00
2.	I	8	4	
	Q	7	5	1.33
3.	I	5	7	
	Q	4	8	4.50*
4.	I	7	5	
	Q	6	6	1.25

SECTION II

PART C

INTERVIEW AND QUESTIONNAIRE RESPONSES OF THE SAME 17 LOW-ACHIEVING STUDENTS RELATIVE TO THE USE MADE OF CERTAIN GUIDANCE PRACTICES IN FOUR SCHOOLS WITH NO COUNSELORS

COUNSELING SERVICE				
Item No.	Type	Yes	No	X^2
1.	I[a]	10	7	
	Q[b]	12	5	1.25
2.	I	4	13	
	Q	6	11	4.50*
3.	I	7	10	
	Q	5	12	.17
4.	I	3	14	
	Q	5	12	.50
5.	I	6	11	
	Q	4	13	.25
6.	I	8	9	
	Q	7	10	.00
7.	I	12	5	
	Q	13	4	.80

INDIVIDUAL INVENTORY SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	4	13	
	Q	6	11	.25
2.	I	9	8	
	Q	11	6	1.50
3.	I	14	3	
	Q	12	5	.13
4.	I	6	11	
	Q	7	10	.80
5.	I	7	10	
	Q	5	12	.50
6.	I	5	12	
	Q	3	14	.25

[a] I - Interview

[b] Q - Questionnaire

* - Significant at .05 level

INFORMATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	4	13	
	Q	6	11	1.13
2.	I	7	10	
	Q	5	12	.25
3.	I	10	7	
	Q	12	5	.38
4.	I	6	11	
	Q	8	9	1.50
5.	I	5	12	
	Q	7	10	2.25*
6.	I	9	8	
	Q	10	7	.40
7.	I	12	5	
	Q	9	8	.18
8.	I	8	9	
	Q	10	7	1.33
9.	I	7	10	
	Q	5	12	.25

ORIENTATION SERVICE				
Item No.	Type	Yes	No	X^2
1.	I	12	5	
	Q	14	3	1.50
2.	I	10	7	
	Q	12	5	.17
3.	I	11	6	
	Q	13	4	1.25
4.	I	10	7	
	Q	9	8	.00
5.	I	10	7	
	Q	11	6	.80

PLACEMENT AND FOLLOW-UP SERVICES

Item No.	Type	Yes	No	X^2
1.	I	9	8	
	Q	10	7	1.33
2.	I	5	12	
	Q	6	11	.80
3.	I	6	11	
	Q	8	9	1.52
4.	I	4	13	
	Q	7	10	.00
5.	I	4	13	
	Q	6	11	1.50
6.	I	5	12	
	Q	2	15	1.33
7.	I	5	12	
	Q	4	13	.00

GENERAL INFORMATION

Item No.	Type	Yes	No	X^2
1.	I	5	12	
	Q	7	10	1.50
2.	I	6	11	
	Q	5	12	.00
3.	I	10	7	
	Q	8	9	.25
4.	I	14	3	
	Q	12	5	.13